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ABSTRACT

The development of the "Directories of Unpublished Experimental Mental Measures" is traced. Two decades ago, the senior author of this research began the compilation of a list of non-standardized experimental test instruments developed by behavioral and social sciences researchers. Making this information available was intended to help researchers in need of tests, and to keep them from reinventing the wheel. Volume 1 of the "Directories" was a pilot study to determine the feasibility of the project. Using a 22-category system to classify tests and an exhaustive keyword subject index, Volume 1 was published in 1974, containing 339 non-standardized and unpublished experimental test instruments. Volume 2 was published in 1978 with an additional 695 instruments from an expanded list of research journals. Volume 3 was published in 1982 and contained 561 experimental tests gleaned from the 1973 issues of 46 journals. Volume 4 was published in 1985 to cover tests described in the 1974-80 issues of 46 professional journals. Volume 5, published in 1990, contained tests from the 1981-85 issues of 37 journals. Volume 6 is currently being compiled to assist researchers by providing a reservoir of research topics and stimulating further research on various topics. There is a five-item list of references. (SLD)

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DIRECTORIES OF UNPUBLISHED EXPERIMENTAL MENTAL MEASURES: THE UNCOVERING OF AN UNLIMITED RESERVOIR OF POTENTIAL RESERACH

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OBJECTIVES: The objectives of this research are:

To identify the diversity of nonstandardized experimental test instruments that are being used by researchers in education, psychology, and sociology.
To provide researchers in the behavioral and social sciences a means for locating existing instruments not commercially available in the published test marketplace.
To provide behavioral and social sciences researchers a systematic classification of experimental tests.

PERSPECTIVE: Two decades ago the senior author of this research became aware of the multitude and diversity of nonstandardized experimental test instruments developed by behavioral and social sciences researchers, and he realized that they were for the most part lying dormant in professional journals. Many of these tests remained unknown to the general research community. Researchers in need of tests, operating in a situation of pluralistic ignorance, were reinventing the wheel, i.e., developing experimental research instruments that already existed. The senior author decided to begin a long-term research project to make experimental tests more readily available. With the assistance of a colleague he set about the task of developing the Directories of Unpublished Experimental Mental Measures.

METHOD: Volume 1 of the Directories was a pilot study to determine whether the research project was feasible. In developing Volume 1 the authors decided to search for experimental test instruments within the major education, psychology, and sociology professional journals published in 1970 that were available in their institution's library. Tests included in the Directory were described by presenting the instruments' available major characteristics such as purpose, format, reliability, and validity. Although each instrument itself was not included, the reader could contact the author of the article in which the test was described to request a copy.

The authors developed a 22 category system in which to classify the instruments according to purpose. The tests were presented alphabetically by title within each category.

Finally, the authors prepared an exhaustive subject index by citing key words that described the scale and its content. Because none of the tests had been published commercially, their identification by content and purpose provided an easy to use and effective way to search for specific types of tests.

RESULTS AND POINT OF VIEW: Volume 1 was published in 1974 by Behavioral Publications (1). It contained 339 nonstandardized, unpublished experimental test instruments. These instruments were culled from the 1970 issues of 29 journals and classified into the 22 category system. The listing of these categories, with updated definitions, follows:

Achievement: Measures learning and/or comprehension in specific areas. Also includes tests of memory and tests of drug knowledge.
Adjustment - Education: Measures academic satisfaction. Also includes tests of school anxiety.
Adjustment - Psychological: Evaluates conditions and levels of adjustment along the psychological dimensions of, for example, mood, fear of death, anxiety, depression, etc.
Adjustment - Social: Evaluates aspects of interactions with others. Also includes tests of alienation, conformity, need for social approval, social desirability, instruments for assessing interpersonal attraction and sensitivity.

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Aptitude: Predicts success in given activities.
Attitude: Measures reaction to a variety of experiences and objects.
Communication: Evaluates information exchange. Also includes tests of self-disclosure and counselor/client interaction.
Concept Meaning: Tests one's understanding of words and other concepts. Also includes tests of conceptual structure, style, and information processing.
Creativity: Measures ability to reorganize data or information into unique configurations. Also includes tests of divergent thinking.
Development: Measures emerging characteristics, primarily for preschool ages. Also includes tests of cognitive and moral development.
Family: Measures intrafamily relations. Also includes tests of marital satisfaction, nurturance, parental interest, and warmth.
Institutional Information: Evaluates institutions and their functioning.
Interest: Identifies selective attention to activities.
Motivation: Measures goal strength. Also includes measures of curiosity.
Perception: Determines how one sees self and other objects. Also include tests dealing with empathy, imagery, locus of control, self-concept, and time.
Personality: Measures general personal attributes. Also includes biographical information and defense mechanisms.
Preference: Identifies choices. Also includes tests of preference for objects, taste preference, and sex-role preference.
Problem-Solving: Measures general ability to reason through a number of alternative solutions, to generate such solutions to problems, etc.
Status: Identifies a hierarchy of acceptability.
Trait Measurement: Identifies and evaluates unitary traits. Also includes tests of anger, anxiety, authoritarianism, blame, and cheating.
Values: Measures worth one ascribes to an object or activity. Includes tests of moral, philosophical, political, and religious values.
Vocational Evaluation: Evaluates a person for a specific position.

The authors attempted to include the following items of information about each test: Test Name; Purpose; Description (Number of items, Time required, Format); Statistics (Reliability - In most cases the particular design used to assess consistency is specified); Validity (Includes correlation with other tests and group difference information which help to define the characteristic being measured by the test); Source (Author, Title, Journal - Includes date of publication, volume, and page number); Related Research (Information identifying publications related to the source). In many cases not all items were provided in the source journal article.

Volume 2 was published in 1978 by Human Sciences Press (formerly known as Behavioral Publications) (2). It contained 695 experimental test instruments culled from the 1971-72 issues of 42 journals. In addition to an expanded list of research journals, Volume 2 also introduced a revision of the Problem-Solving category to include both Problem-Solving and Reasoning. Another new category, Behavior, was added in which tests were listed that measured general and specific types of activities, such as classroom behavior and drug-use behavior. Further, with Volume 2 a cumulative index was begun.

Volume 3 was published in 1982 by Human Sciences Press (3). This volume contained 561 experimental tests gleaned from the 1973 issues of 46 journals. In addition to a revision in the list of journals there was a revision of one category. The Interest category was changed to Vocational Interest in which tests that measure interest in specific occupations and vocations as well as interests in general categories of activity were listed. Further, in response to requests from the readership, an author index was added.

Volume 4 was published in 1985 by Human Sciences Press (4). This directory lists tests described in the 1974-80 issues of 46 professional journals. Beginning with this volume an instrument was included only if the journal article presented, as a minimum, the following: Test

Name, Purpose, Source, and at least four items from either number of items, time, format, Reliability, Validity, or Related Research.

Volume 5 was published in 1990 by William C. Brown Publishers (5). It included tests extracted from the 1981-85 issues of 37 professional journals. An additional category, that of Adjustment-Vocational, was incorporated in this volume. It classified instruments that identify burnout, vocational maturity, job-related stress, job frustration, job satisfaction, etc.

Volume 6 is currently being compiled and will include tests reported in selected educational, psychological, and sociological professional journals published from 1986 through 1990. The list of journals remains fairly constant from volume to volume, however journals yielding few instruments are deleted. New journals available to the authors are considered for inclusion.

It is intended that this reference series provide researchers with ready access to sources of information about recently developed experimental measurement devices. While the instruments are not evaluated, the authors hope that the directories will stimulate further research on and about measurement. In essence, the directories provide references to nonstandardized, experimental mental measures currently undergoing development. The directories are not intended to provide all necessary information for the researcher contemplating the use of a particular instrument. They should serve as a reference to enable the reader to identify potentially useful measures and to identify sources from which technical information concerning the instruments can be obtained (5).

IMPORTANCE OF THE RESEARCH: This ongoing research is important for the following reasons:

1. It fills a distinct need for the identification of nonstandardized, experimental test instruments.
2. It identifies over 3000 experimental research measures, technical information concerning the instruments, and sources for obtaining a copy of the tests.
3. It provides a unique system for categorizing the instruments which aids in their identification.
4. It provides an unlimited reservoir of research topics by exposing several thousand experimental research instruments which can be particularly helpful to graduate students contemplating a thesis or dissertation as well as for seasoned researchers in need of specific measuring instruments.
5. It can stimulate further research on a specific instrument which may lead to that instrument's standardization and commercial production for sale in the test marketplace.
6. It may speed a researcher along by eliminating the need for that researcher to develop an instrument from scratch by providing knowledge of an existing instrument, albeit one that has not yet been standardized.

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